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ABSTRACT

Project Learning T.I.P. (To Improve Productivity) was conducted at three hospitals by the Dade County Public Schools to increase the literacy skills of the approximately 4,000 lower-level hospital employees who were deemed by their supervisors to be limited English proficient or to lack basic skills. Because of recruiting efforts limited by lack of personnel and funding, only 201 employees of the hospitals enrolled in the classes and 154 of these attended enough sessions to be considered participants. Of these, 83 completed one or more 14-week sessions or passed a high school equivalency test. Eighty-five of the participants were black, 63 were Hispanic, 4 were white, and 2 were Asian. Most were females. Of the completers, 21 percent improved by at least one grade level, 57 percent improved by at least two grade levels, 7 percent improved by at least three grade levels, and 14 percent improved less than one grade level. Project evaluation showed that employees increased their language, literacy, and other basic skills and gained self-confidence and higher self-esteem. (The document contains a workplace English curriculum supplement with exercises, vocabulary lists, idioms, and sample dialogues and forms for student use in the program.) (KC)

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ED351536

FINAL REPORT

Project Learning T.I.P (TO IMPROVE PRODUCTIVITY)

Dade County Public Schools
Lindsey Hopkins Technical Education Center

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PROJECT LEARNING T.I.P. (TO IMPROVE PRODUCTIVITY)
Final Performance Report

Comparison of Accomplishments and Objectives

1. The hospital partners will recruit persons currently in their employ whom they identify as lacking the necessary literacy skills and basic education necessary to achieve the maximum productivity on the job.

Surveys conducted by the project developers and interviews with hospital personnel offices indicated that as many as 4,000 workers (at one hospital 80% of their ancillary service workers) were limited English proficient (LEP) and/or lacked the basic educational skills specified in their job description.

For several months before the program opened the first classroom, and throughout the first year of operation, Learning TIP staff members assisted the hospitals in developing recruiting activities. These activities included posters, newsletter articles, announcements at various hospital staff meetings, and, in many cases, personal interviews by hospital supervisory staff.

2. Adult literacy exit scores of 85% of the participants completing literacy instruction in the Learning TIP program will be a minimum of three grade levels above their entrance scores.

Class records kept by the project director indicate that the following levels of reading improvement have been achieved by the program participants to the time of this writing:

- 21% improved by at least one grade level.
- 57% improved by at least two grade levels.
- 07% improved by at least three grade levels.
- 14% improved by less than one grade level.

An unforeseen measurement difficulty was the frequent and rapid turnover of worker-students. Since extrapolation of learning data is risky, reading improvement was measured only in terms of the time each student spent in the program.

3. At least 60% of the participants who study high school courses or GED preparation will attain passing scores in their class work. Of those candidates for GED certification who have completed the GED preparation course, at least 70% will pass the examination.

Based on project records, 44% of the students who enrolled in GED classes actually took the exam, and half of those who took the test passed it.

4. Minimum English language competency levels for the specific health care area in which each works will be achieved by non-native English speakers who complete the workplace ESOL or accent reduction program.

Surveys and interviews by workplace literacy staff members of hospital management indicate that accent reduction classes were particularly effective. Most appreciative were native-born nursing staff who sometimes had difficulty understanding verbal instructions from foreign-born MDs. Although this was one of the most successful elements of the program, it is also one of the most difficult to quantify, since there is no really effective tool for measuring accent reduction.

5. Adult literacy exit scores of 90% of the limited English proficient students completing literacy instruction will be one full grade level above their entrance scores.

Based on project records, 54% of the LEPs who were tested increased their literacy level by one grade level. A major difficulty in accurately measuring student progress was the high job turnover and the resultant short time in the program.

6. Surveys using a Likert scale evaluation instrument will verify the impact of the program on the job performance of the participants.

Based on surveys of participants and supervisors, the program was an outstanding success. Likert techniques of evaluation, however, proved to be difficult to accomplish since the uniqueness of the program made comparisons impossible. Here is a sampling of remarks that came back from one questionnaire that was sent out:

"I can understand what I read for the first time."

"Now I answer the phone in my department."

"I can use the computer to order supplies for my department."

"I can help patients better."

"I feel more confident when I have to read or write."

"I got a higher position."

"It gave me the boost I needed."

"I can understand the newspaper, magazines, and TV for the first time."

"I feel better about myself."

"It helps me to work, at home and at church."

Discrepancies Between Objectives and Accomplishments

The most severe difficulty in meeting project objectives occurred in the area of participant recruitment. Of the large target group, only a relative few enrolled and continued in the program. Under the partnership agreement, responsibility for recruitment was to be primarily that of the hospitals' employee development staffs. In all cases, these departments were already struggling with full workloads and received no additional personnel or other resources to implement the project.

During the project period, all three partner hospitals laid off employees in an attempt to cut costs. There were sweeping organizational changes. Shifts were extended and re-arranged to maintain the same levels of service with reduced staffs. Official or unofficial release time for classes was severely curtailed. In an atmosphere of uncertain job security, many individuals were reluctant to focus attention on their lack of basic skills.

In order to increase project participation, it was necessary for the school to take over some of the recruiting functions. Project staff members as well as counselors, teachers, aides, registration clerks and other school employees who were not connected with the project spent numerous hours on recruiting efforts using various approaches.

Through staff development specialists, an attempt was made to set up classes by department in two of the three hospitals. Although supervisors supported the concept and worked with the project staff to develop specialized curriculum, only a few students were interested and the classes were canceled. A few of these students transferred to the ongoing classes open to all employees.

It was thought that coverage in mainstream newspapers and on television might attract more students. A Literacy Open House featuring U.S. Congressional Representative Dante Fascell and State Senator Carrie Meek was held. Although it was not the "media event" that had been anticipated, and produced few new enrollments, the open house did provide an excellent showcase for the program.

Project Participants and Outcomes

Two hundred and one employees of the three hospitals enrolled in the classes and 154 of these attended enough sessions to be considered participants. Of that number, 83 were considered completers because they remained in the program for one or more 14-week enrollment periods or achieved a significant career goal such as passing the GED Examination or admission to a desired training program such as the Licensed Practical Nursing Program.

Eighty-five of the participants were black, 63 were Hispanic, 4 were non-Hispanic white, and 2 were Asian. Ages of all participants (as of January 1, 1990) were distributed as follows: Age 16-24, 5; Age 25-44, 89; Age 45-59, 57; Age 60 and older, 3. Twenty-five males and 129 females enrolled in one or more classes. Ninety-six percent of the participants were black or Hispanic.

Females were the great majority (129 of 154) of students and had a higher completion rate. Fifty-eight percent of the females were completers compared to 32% of the males. Those in the older major age group, 45-60, were more likely to be completers (61%) than those aged 25-44 at 49%. Sixty-one percent of the black participants were completers while 43% of the Hispanics were. This undoubtedly reflects the focused nature of the GED and pre-nursing classes.

After the conclusion the project, 31 participants continued their education at Lindsey Hopkins or at the satellite learning labs described in another section. At least fifteen of the 154 participants achieved a significant career advancement during the program period. Milestones such as admission to a selective training program such as the LPN program, passing a professional or technical examination (ei. pathology), earning a GED diploma, or getting a promotion are examples of such advancements. The increase self-esteem and improved job performance experienced by participants are harder to quantify.

Dissemination Activities

Information about the program has been shared primarily through participation and presentations at professional conferences and meetings. Presentations about the program were made at the 1989 Florida Literacy Council Conference, the 1989 Commission on Adult Basic Education Conference, the 1989 Florida Vocational Association Association Workshop (Special Needs Section), and the International Reading Association Conference on Adult and Adolescent Literacy. The project director participated in workplace literacy panel discussions at the Florida Adult Education/Continuing Education Association Conference and the 1990 Florida Literacy Coalition Conference.

Locally, staff members have participated in many community organizations meetings and given brief explanations about the program. There have been appearances on local radio and television. Partner hospitals have featured the program in their employee newsletters and articles have appeared in the Miami Herald.

Reports of the program and copies of the Workplace English curriculum developed as part of the project will be submitted to the Curriculum Coordination Center Network and the ERIC Clearinghouse on Adult, Career and Vocational Education.

Evaluation Activities

The problems of student evaluation in a project of this nature were evident. The frustrations of using standardized tests with this population have plagued the project from the start. Initially, the ELSA test was used to evaluate ESOL students. When the first term results showed few of the gains that we knew students had made, we changed to the BEST test. This showed better results at the lower levels but was not satisfactory to use with educated professionals in the accent reduction classes. Teacher progress reports were made at the end of each enrollment period and proved to be of value mostly for providing feedback to students.

A student survey was conducted at mid-point in the project. It showed a high degree of satisfaction with the instruction and the curriculum. An attempt was made to contact each student who dropped out of class to determine the reason. If the student could not be contacted, we talked to classmates or other hospital personnel. Reasons for non-completion given were: changes in shift, family responsibilities, enrollment in college or university programs, and loss of job. Both the student survey and the drop-out follow-up should be seen in the friendly perspective that characterized student-project staff relations throughout the program.

External evaluation was conducted by Dr. Joan E. Friedenberg, Ph.D., in April of 1990. In her summation, Dr. Friedenberg observes, "'Learning TIP' is a unique program which serves a vital role in Dade County, Florida and, perhaps, our nation...it has helped (hospital) employees increase their language, literacy, and other basic skills; it has provided (hospital) employees with computer literacy and keyboarding skills; and it appears to have helped many of these adults gain more self-confidence and higher self-esteem."

Changes in Key Personnel

The project maintained the same director and lead teacher throughout the project period. However, for reasons unrelated to the project, the curriculum specialist took a leave of absence from the system and the secretary assigned to the project transferred to another school. Replacement of these individuals was difficult and, in the case of the secretary, not completely satisfactory. There was also considerable turnover of part time teachers. In addition, the employee development specialist responsible for the project at the largest partner hospital resigned midway through the project and was not replaced for eight months.

Significant Development

The institutionalization of the project has been assured through the implementation of computerized learning laboratories in two of the three hospitals. (The third hospital partner did not wish to dedicate space so their employees attend the laboratory at the neighboring partner.) An important element of this program is on-site instruction, and to assure the maximum impact of this instruction, it was felt that laboratories (set up in the same manner and with the same equipment as that used at LHTEC) should be installed at hospital teaching sites. Consequently, two fully operational computer laboratories were set up, one at Mt. Sinai on Miami Beach and another at Jackson Memorial, located on the mainland in the middle of the Dade hospital complex.

These labs include two specially-designed computers with wide, touch-screen monitors and attached 12-inch laser-disk players. These machines are capable of running the IBM PALS "Story of the Alphabet" literacy program. There are two printers and ten dual-drive computers. In addition to the "Story of the Alphabet", there is a large collection of teaching disks covering English grammar, vocabulary, idioms, reading, spelling, and mathematics. The software is supplemented by class sets of basic skills and GED books.

These facilities were funded by the Dade County Office of Vocational and Adult Education with only marginal fund support from the project. Learning TIP teachers conducted classes in the Jackson facility until the end of the program. Lindsey Hopkins now provides a part-time teacher. Mt. Sinai provides its own certified teacher. The labs stay open most of every day, so that students who have learned how to use the equipment can study at their convenience. These laboratories are an important and very popular component of the overall Learning TIP program.

WORKPLACE ENGLISH
CURRICULUM SUPPLEMENT

Project Learning T.I.P. (TO IMPROVE PRODUCTIVITY)

Dade County Public Schools
Lindsey Hopkins Technical Education Center

DIALOGUES

- Conversations with Co-Workers
 - Asking for directions
 - Helping cleaning tables, vacuuming
 - A warning
 - An injury
 - Going out for lunch
 - Going shopping
 - About the exam
 - Having a vacation
 - Working weekends
 - Lunch time
 - Small talk - Set phrases
- Interaction with Supervisors
 - A reminder
 - An apology
 - Leaving work early
- Telephone Use
 - Wrong Number
 - Doctor
 - Emergency
 - Transfer
 - Check

VOCABULARY LISTS

- Idioms
 - Please repeat
 - I understand
- Sign Words
- Descriptive Words
- Forms
- Illness
- Medication

LISTENING/COMPREHENSION

GRAMMAR

- Verb Forms
 - Tenses
 - Two part verbs
- Questions
 - At the job site
 - Finding out
 - Do/Does Questions
 - WH Questions
 - Responses
- Prepositions

DIALOGUES

Conversations with Co-Workers

Asking Directions

- A. Could you show me the exit?
B. The exit? There's the exit sign.
A. Thanks.

Helping

- A. Could you please help me clean up these tables?
B. Clean up the tables? Okay.
A. Thanks.
B. Don't mention it.

Help with a Vacuum

- A. Could you help me with this vacuum?
B. Not right now. I have to finish this job.
A. Okay. I'll wait.

A Warning

- A. Careful! Watch out! The floor is wet. You might fall down.
B. Thanks for the warning.

An Injury

- A. Melba is hurt!
- B. What happened?
- A. She fainted and hit her head.
- B. Get her some water. I'll get a nurse.

Going out for Lunch

- A. Emma, do you want to go out for lunch?
- B. How's the weather?
- A. It's steaming hot!
- B. Steaming hot? Let's eat in the cafeteria.

Going Shopping after Work

- A. Maria, how about going shopping after work?
- B. I'd like to, but I really have to stay and clean my bench.
- A. Okay, I'll see you tomorrow.

About the Exam...

- A. How was the exam for medical technology?
- B. It was difficult. It had 50 hard questions.
- A. Do you think you passes?
- B. I'm not sure. If I fail, I'll take it again next April.

Having a Vacation

- A. Ernesto, do you have a vacation this year?
- B. Yes, I do, but I won't take it.
- A. Why?
- B. Next year, I'll take a longer vacation.

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A. I understand. I see.

Working Week-ends...

A. Digna, do you work week-ends?

B. No, because I work on the surgery floor. There are no operations on the week-end.

A. Lucky you!

Lunch Time

A. When do you go to lunch, Gloria?

B. 12:00 - 12:30.

A. Wait for me. I'll go to the cafeteria with you.

B. Okay. Be on time.

Small Talk - Set Phrases

A. Gosh! The weather is terrible today. I agree. Do you think it will ever stop raining?

B. I hope so.

A. I love hot coffee.

B. Me too.

A. Did you have a good week-end?

B. It was great! How about you?

A. It was good to have time off.

A. What's the weather like?

B. It's raining cats and dogs.

It's pouring.

It's beautiful. A great day for the beach.

Interaction with Supervisors

A Reminder

- A. Zobeida?
- B. Yes?
- A. You didn't turn off the lights in Room 212.
- B. I apologize. I promise I'll turn them off in the future.

Repetition

You forgot to put soap in Room 212.
You forgot to put your wagon away.
You forgot to punch in.
You forgot to sign in.
I'm sorry. It won't happen again.

An apology

- A. I'm sorry I was late for work this morning.
- B. That's all right.
- A. The bus was late.
- B. Don't worry about it. I understand.

Leaving Work Early...

- A. Melba, why did you leave work at 1:00 p.m. Saturday?
- B. Do you want a reason? Okay, I'll tell you. I had to drive my daughter-in-law to the airport.
- A. Well, you finished your work; therefore, I'll accept your reason.
- B. Thank you.

Telephone Use

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Wrong Number

- A. Is this the Credit Union?
- B. No, it isn't. You have a wrong number.
- A. Sorry.

Doctor's Office

- A. May I help you?
- B. Yes. This is Gloria Tobar. I'm not feeling very well.
- A. What's the problem?
- B. My right shoulder is stiff.
- A. I see. Do you want an appointment?
- B. Please.
- A. Is tomorrow afternoon at 1:00 p.m. Okay?
- B. Tomorrow afternoon at 1:00 p.m.? That's fine. Thanks.

Emergency

- A. Police Department.
- B. I want to report an emergency.
- A. What's the problem?
- B. My mother can't breathe.
- A. What's your name?
- B. Digna Fernandez.
- A. Address?
- B. 624 S.W. 13th Avenue.
- A. Telephone number?
- B. 381-6454

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A. Don't worry. We'll come right away.

B. Hurry, please. Thank you.

Transferring a Call

A. Melba, could you show me how to transfer a call?

B. Sure. First, push this button, then dial the number.
After that, hang up.

A. Thanks.

Checking a Line

A. Operator, please see if there is talking on the line.

B. What number, please?

A. 945-7217

B. Just a moment. There is conversation on 945-7217.'

A. Thank you, operator.

VOCABULARY LISTS

Repeat - Idioms

1. Sorry, I didn't hear that.
2. I missed that.
3. I'm not following you.
4. I didn't catch that.
5. What did you say?
6. Say that again.
7. Would you mind saying that again?
8. Please repeat.
9. I don't understand.

10. Sorry, I didn't get that.

To show understanding - Idioms

1. Okay, I understand.
2. Have you got all that? Yes, I've got it.
3. Are you following me? Yes, I'm with you.
4. Let me see if I understand.
5. Let me repeat, please.
6. I've got it.
7. I understand.
8. I see.
9. That's right.
10. It's clear to me.

Sign Words

1. Exit
2. Wet floor
3. Caution
4. No smoking
5. Elevator
6. Parking
7. Credit Union
8. Bathroom, ladies' room, men's room
9. Bus schedule
10. Silence
11. Out of order

Descriptive Words

Workers will be able to use words that are necessary for understanding and communication at the job site.

air-conditioned	large
best	late
better	leaking
busy	light
cheap	lonely
clean	low
clogged	many
closed	medicine
cold	messy
compensatory	nervous
hard	noisy
difficult	off
dirty	on

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down
easy
empty
expensive
finished
free
friendly
full
hard
heavy
high
hot

open
patient
quiet
right
short
sick
slippery
slow
tall
tired
torn
wet
wrong

FORMS:

Checking Account
Application for a Credit Card
Patient's Information Form

TERMS for ILLNESS:

sore throat
headache
stomach ache
toothache
earache
cold
cut
sprained ankle
scratch
burn
sting
blister
sliver

TERMS for MEDICATION, etc.:

aspirin
cough medicine
band aid
antacid
adhesive tape

LISTENING/COMPREHENSION

GRAMMAR

Verb Forms

Present Tense

I need a job.
I want a job.
He wants a job.

Ernesto needs a job.
Ernesto wants a job.
Ernesto has a job.
Ernesto finds a job.

You vacuum the rugs.

He comes to work at 7:30.

They come at 3:30.

Housekeeping workers do lots of jobs: They clean the office; they dust the furniture; they wash the bathroom. They deodorize the rooms. They answer the telephone. They fill out forms. They make coffee. They report to nurses.

Present Tense. Repetitive Drills. (Underlined verbs used).

I report to the hospital.

You report to the hospital.

He, she reports to the hospital.

We report to the hospital.

You (plural) report to the hospital.

They report to the hospital.

I punch in at 7:15.

You punch in at 7:15.

He, she punches in at 7:15.

We punch in at 7:15.

You (plural) punch in at 7:15.

They punch in at 7:15.

I have a cup of coffee.

You have a cup of coffee.

He, she has a cup of coffee.

We have a cup of coffee.

You (plural) have a cup of coffee.

They have a cup of coffee.

Two-part Verbs

1. Put off
2. Call off
3. Get off
4. Break down
5. Call back
6. Put away
7. Let in
8. Sign in
9. Punch out
10. Get on

Questions at the Job Site

1. Do employees get a food discount in the cafeteria?
2. If so, how much is it?
3. Do employees get sick leave?
4. Do employees get vacation or annual leave days?
5. Do employees have health insurance?
6. Do employees receive a pension?

Finding out...

1. What time is it?

- 11
2. What is your favorite T.V. program?
 3. What bus do you take to work?
 4. What department do you work in?
 5. What is your day off?
 6. What is your native country?
 7. What is your job?
 8. What are your hours at work?

Cashing a Check

- A. I want to cash my check.
- B. Fine. You need to endorse the back of it.
- A. Just a minute. I'll endorse it.
- B. What bills do you want?
- A. Small ones - tens will do - and some quarters, too.

Questions - Do/does - Repetitive drills

- A. Do you bring your lunch?
- B. Yes, I do. No, I don't.
- A. Do you come by bus?
- B. Yes, I do. No, I don't.
- A. Do you answer the telephone?
- B. Yes, I do. No, I don't.
- A. Do you have a credit card?
- B. Yes, I do. No, I don't.
- A. Do you begin work at 7:00 a.m.?
- B. Yes, I do. No, I don't.
- A. Do you finish work at 3:30 p.m.?
- B. Yes, I do. No, I don't.
- A. Melba?

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- B. Yes?
- A. You didn't turn off the lights in Room 212.
- B. I apologize. I'll turn them off the next time.

You forgot to turn off the lights.
You forgot to punch in.
You forgot to sign in.
You forgot to put away your cart.

I apologize. I'll... in the future.
I apologize. I'll... the next time.
I apologize. I'll... in the future.
I'm sorry. I'll... in the future.

Do-Does in Questions/Responses

Do you smoke? Yes, I do. No, I don't.

Do you work everyday? Yes, I do. No, I don't.

Does Bertha work on Sunday? Yes, she does. No, she doesn't.

Do they work overtime? Yes, they do. No, they don't.

Does Melba work overtime? Yes, she does. No, she doesn't.

Listen: Comprehension

Everyday Tom reports to the hospital to start work. He punches in at 7:15; then he has a cup of coffee. At 7:30 he goes to his floor and starts to work. First, he vacuums the carpets, after that, he washes the bathroom floor. Sometimes, he talks to the patients until the maid arrives.

At 1:00 o'clock, he takes a break. He meets his friends in the cafeteria. After break, the continues to work until he eats lunch at noon. In the afternoon, he finishes the rooms. After that, he punches out at 3:30 and goes home.

Questions for Comprehension

Question Words with WH. (Information must be given).

1. Where does Tom work?

2. What time does he punch in?
3. When does he start to work?
4. What work does Tom do first?
5. What does he wash?
6. When does he take a break?
7. Who(m) does he meet in the cafeteria?
8. What time is lunch?
9. What time does Tom punch out?
10. Where does Tom go after 3:30?

Respond:

What would you say if your supervisor asked you to work overtime?

Of course. I'll work.
It's O.K. with me.
I don't mind.
I'll be glad to.
I'm sorry. I can't work.

Respond:

What would you say if a worker was sick?

I hope you get better soon.
Take it easy.
I hope you will feel better soon.
Can I help you?

Respond:

How do you ask for the time?

What's the time?
What time is it please?
Do you have the time?

Response:

6:00 It's six o'clock / six a.m.
 6:05 It's six o five. Five minutes past six / six o five.
 6:30 It's six thirty. Half past six / six thirty.
 6:45 It's six forty five. A quarter to seven / six forty five.
 6:56 It's six fifty six. Four minutes to seven / six fifty six.

Prepositions of Place

in	among	at
on	through	to
under	down	from
over	near	around
between		

You can look through the newspaper.
 " " " in " "

You can go to the Credit Union.

I get off at Flagler Street.
 " " " at the corner.
 " " " in front of the hospital, church.
 " " " after this stop.
 " " " after this stop.
 " " " around the corner.
 " " " at the next stop.

It's between the library and the grocery store.

You can look through the newspaper.
 " " " in the classified ads.

You can look on the bulletin board.

You can look in the phone book.

You can receive information from social security.
 " " " " from your supervisor.
 " " " " from a lawyer.

You can receive help at the office - C.U.
 " " " " from a nurse.

in/at/on/down/to/from/around

There's a room to be cleaned on the third floor.

There's a notice in the mailroom.

There's a job advertised on the bulletin board.

We have to go to the meeting.

You can do the room now. Use the spray in the bathroom.

You can use the telephone in the lobby.

You can eat in the cafeteria.

You can do the test on this machine.

You can go to lunch now.

The Credit Union is down the hall.

1. Safety

Vocabulary

Danger, Notice, Warning, Emergency

Listening and Speaking

Cautions and Warnings, Asking for help, Offering help,
Responding to Emergencies

Reading and Writing

Warning signs, Labels, Directions, Operations Manual, Posting
Signs

2. Social Interaction

Vocabulary

How's it going?

OK, Not bad.

How was your weekend?

Fine, Not bad.

What did you do?

Nothing, Not much.

Who did you go with?

My wife.

What are you going to do tomorrow?

Rest.

Would you like to eat with me?

What time?

have coffee?

Sure.

come with me?

Sorry, I can't.

Listening and Speaking

introductions, greetings, taking leave,

Reading and Writing

announcements, notices on group activities, classes,
recreation, parties: birthdays, holidays etc...

Culture

How to get along with supervisors, co-workers and American
values toward work and time. Gestures, Facial Expressions
Touching, Eye contact, Distance, Gossip, Equality.

3. Describing

Vocabulary

Conditions:

attractive, busy, slow, fast, clean,
comfortable, messy, noisy

Time:

early, late, in a minute, tomorrow, yesterday

Weather:

rainy, sunny, warm, hot, cool

Status of Jobs:

finished, done, not finished,
almost finished.

Feelings:

fine, happy, ok, tired, upset, afraid, sick

Health:

sick, well, nauseated, dizzy, hurt

Listening and Speaking

What is it like?

he

she

When?

What time?

What is the weather like? How is it outside?

Are you done? I'm done.
How are you? I'm fine.

Reading and Writing
Signs, Clocks

4. Job Procedures and Skills

Vocabulary

arrange, change, clean up, open, get, help, give, stack

Listening and Speaking

Commands, Requests, Clarification, Asking for Repetition,
Indicating Understanding, Inquiring, Offering to Help, Asking
for Help

Reading and Writing

Instructions, Directions

5. Asking for and Reporting Information

Vocabulary

Use previous vocabulary

Listening and Speaking

Asking for information, Answering information questions.

Reading and Writing

personal information: address, first name, last name,
telephone

6. Understanding Payroll Procedures and Employee Benefits

Vocabulary

credit union, health insurance, coffee break, sick days
employee number, social security number

Listening and Speaking

Asking for and answering information question, Requests
and responding to requests, Asking for and giving
clarification

Reading and Writing

personal information, numbers, signature, contract
time card, time clock

Vocabulary - Health Occupations

PHYSICIAN. DOCTOR. NURSE. SURGEON. DENTIST

Exercise 1: Finish each word by filling in the missing vowel.

1. nrs _____
2. dctr _____
3. dntst _____
4. physcn _____
5. srgn _____

Exercise 2: The letters in each word are mixed up. Write the letters so that they spell a word.

PHYSICIAN, DOCTOR, NURSE, SURGEON, DENTIST

1. tedsnit _____
2. rodto _____
3. hspiyanic _____
4. eurns _____
5. runsego _____

Exercise 3: Choose the appropriate word for each sentence.

DENTIST NURSE SURGEON DOCTOR PHYSICIAN

1. A _____ fixes people's bodies.
2. A _____ is a medical doctor.
3. A _____ treats sick or hurt people.
4. A _____ fixes teeth.
5. A _____ helps a doctor treat sick people.

Exercise 4: Choose the appropriate new word for each sentence.

AMBULANCE ADMISSIONS LABORATORY THERAPY PATIENT REGISTRATION EMERGENCY

1. The _____ rode in the _____.
2. _____ helps make him well.
3. The _____ makes medical tests.
4. Hospitals have _____ offices.
5. At the _____ desk, he filled in some forms.
6. A paramedic works in an _____.

Exercise 5: Write True or False.

- _____ 1. An MD is a dentist.
- _____ 2. A DDS is a dentist.
- _____ 3. Therapy helps people get better.
- _____ 4. An appointment is a medical test.
- _____ 5. A physician is a doctor.

Dictation

Alice gave her name to the secretary in the doctor's office. She had an appointment for two fifteen but the secretary told her to have a seat because the doctor was late. Alice spent forty-five minutes reading a magazine. Then the nurse called her name and she went in to see the doctor. He asked Alice about her health.

Answer the questions in complete sentences.

1. What did Alice give to the secretary?
2. Who did Alice give her name to?
3. Why did the secretary tell Alice to have a seat?
4. What did Alice do in the waiting room?

GRAMMAR: Answer with complete sentences.

1. What are they going to give him for his birthday?
2. What is the teacher going to teach us?
3. What did he tell her yesterday?
4. When will she invite them for dinner?
5. Where did they show him the new car?

HEALTH CARE

Yesterday Mrs. Lee _____ sick and stayed home. _____
had a cold and _____ bad cough. She needed _____
medicine for her sore _____. Her daughter was sick, _____.
Mrs. Lee took her _____ temperature. It _____ 100 degrees.
She had a fever. Mrs. Lee _____ the doctor. He told _____
to bring her daughter _____. Then he wrote a _____
for medicine. Mrs. Lee _____ to the drugstore to _____
it. The label said, "_____ one pill every four
_____." She always reads the _____ carefully. She
also bought _____ medicine for her sore _____. Both
Mrs. Lee and _____ daughter feel fine now.

Dictation

Alice gave her name to the secretary in the doctor's office. She had an appointment for two fifteen but the secretary told her to have a seat because the doctor was late. Alice spent forty-five minutes reading a magazine. Then the nurse called her name and she went in to see the doctor. He asked Alice about her health.

Answer the questions in complete sentences.

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3. Why did the secretary tell Alice to have a seat?
4. What did Alice do in the waiting room?

GRAMMAR: Answer with complete sentences.

1. What are they going to give him for his birthday?
2. What is the teacher going to teach us?
3. What did he tell her yesterday?
4. When will she invite them for dinner?
5. Where did they show him the new car?

Dialogue 1

GREETINGS

A: Hi. I'm Maria.
B: Nice to meet you.
A: Nice to meet you too.

Now, do these dialogues like the model.

- a) A: Hi. I'm _____.
B: Nice to meet _____. I'm _____.
A: Nice to meet _____ too.
- b) A: Hi. I'm _____.
B: Nice to meet _____. I'm _____.
A: Nice to meet _____ too.
- c) A: Hi. I'm _____.
B: Nice to meet _____. I'm _____.
A: Nice to meet _____ too.
- d) A: Hi. I'm _____.
B: Nice _____ meet you. _____ Jose.
A: Nice to _____ you too.

Here are some more greetings. Make dialogues with them. Practice them.

Hello. Nice to meet you.	You too.
Good morning.	Nice to meet you.
Good afternoon.	Thanks. Good to meet you.
Good evening.	Fine.
How's it going?	Nice to meet you too.
How are you?	OK

- a) A) Hello. Nice to meet you.
B) _____
- b) A) Good morning. How _____ you?
B) _____. How are you?
A) Fine, _____

- c) A) _____
 B) _____
 A) _____
- d) A) _____
 B) _____
 A) _____

VOCABULARY

cashier	dishwasher	tray
cook	salad maker	table
cleaner	hostess	chair
waiter	bus boy	floor
waitress	tray	order

GRAMMAR: TO BE - Present tense

I am	We are	I'm	We're
You are	You are	You're	You're
He is	They are	He's	They're
She is		She's	
It is		It's	

EXERCISE 1

Model: He _____ a cashier. - He is a cashier.

- He _____ a waiter.
- We _____ waitresses.
- She _____ a cleaner.
- I _____ a bus boy.
- It _____ a tray.
- They _____ tables.
- She _____ a cook.
- She _____ a cleaner.
- It _____ a salad.
- She _____ a hostess.

Now, rewrite the sentences using contractions.

Dialogue 2

INDENIFICATION

A: Hi, I'm Maria.

B: Nice to meet you. I'm Jose.

A: Nice to meet you too.

B: What do you do here?

A: I'm a dietary aide.

B: Really? Me too.

Dialogue 3

A: Hi. I'm Carmen.

B: Nice to meet you. I'm Lily.

A: Nice to meet you too.

B: What do you do here?

A: I'm a dishwasher.

B: Oh. I'm a waitress.

Here are some more ways of asking for and expressing occupation. Make dialogues with these expressions.

Asking for occupation

What do you do?
What is your job?
What's your job?

Understanding

Oh.
I see.
Uh-huh.

Agreement

Me too!
Really? So do I.
So am I.

- a) A: _____
 B: _____
 A: _____
 B: _____
 A: _____
 B: _____
- b) A: _____
 B: _____
 A: _____
 B: _____
 A: _____
 B: _____

VOCABULARY

in the morning	before noon	breakfast
in the afternoon	afternoon	lunch
at 9:00	after 9:00	dinner
at noon	early	snack
everyday	at night	at break

GRAMMAR: TO DO - Present tense

I do	We do
You do	You do
He does	They do
She does	
It does	

Fill in the blank with the appropriate form of do.

Model: I _____ the dishes at noon. - I do the dishes at noon.

- I _____ the tables in the morning.
- You _____ the dishes after lunch.
- He _____ the cooking before lunch.
- We _____ the work everyday.

5. They _____ the floors at night.
6. She _____ the salad after breakfast.
7. I _____ the menus for lunch.
8. Pedro _____ the dishes at 9:00.

Dialogue 4

ASKING FOR INFORMATION ABOUT HEALTH

- A: Hi Jose. How are you today?
- B: Fine, thanks. And you?
- A: Oh, I'm ok, but very tired.
- B: Well, take it easy!

Dialogue 5

- A: Hi Pedro. How's it going?
- B: Not great. I'm sick today.
- A: Oh, I'm sorry. Hope you are better soon.
- B: Thanks.

Here are some more ways of asking about and responding to questions about health. Make dialogues with these expressions.

Asking

How are you?
 How's everything?
 How are you doing?
 How's it going?

Responding

Fine, thanks.
 Oh, tired today.
 Ok.
 Great!
 Not bad.
 Sick.
 Upset.
 And you.

Support

Good! That's great.
 I'm sorry.
 Can I help?
 Hope you are better soon.

- a) A: _____
 B: _____
 A: _____
 A: _____
- b) A: _____
 B: _____
 A: _____
 B: _____

VOCABULARY

fine	great	hope(verb)	work(verb)
not bad	upset	look "	feel "
tired	busy	see "	
ok	terrible	like "	
better	sick	eat "	

GRAMMAR: TO HOPE and TO WORK - Present tense conjugation

I hope	We hope	I work	We work
You hope	You hope	You work	You work
He hopes	They hope	He works	They work
She hopes		She works	
It hopes		It works	

Fill in the blank with the appropriate form of the verb.

- I _____ (hope) you are better.
- I _____ (work) everyday.
- She _____ (work) everyday.
- He _____ (work) everyday.
- I _____ (eat) lunch everyday.

6. They _____(eat) lunch at noon.
7. The patients _____(eat) breakfast in the morning.
8. The patient _____(feel) sick this afternoon.
9. The cook _____(feel) ok.
10. We _____(like) the work.
11. You _____(look) tired today.
12. I _____(see) you everyday.

Dialogue 6

COMPLIMENTING

A: Hi Maria! You look so nice!

B: Oh, thank you.

A: How's everything?

B: Just fine. How are you?

A: Good, thanks.

Dialogue 7

A: Hi Pedro! I like your shirt. It's handsome.

B: Oh, really? Thanks. How's it going?

A: Ok. I'm a little tired today.

B: I'm sorry. Take it easy!

- a) A: _____
 E: _____
 A: _____
 B: _____
- b) A: _____
 E: _____
 A: _____
 B: _____

VOCABULARY

laundry	lunchtime	difficult
salad bar	dinnertime	tired
dishes	everything	set
things	each thing	busy
breakfast	floor	

yesterday	an hour ago
last week	already
last month	this morning
last night	a few minutes ago
yesterday	

GRAMMAR: TO BE - Past tense

I was	We were
You were	You were
He was	They were
She was	
It was	

TO DO - Past tense

I did	We did
You did	You did
He did	They did
She did	
It did	

Fill in the blank with the appropriate past tense form of the verb.

1. I _____ (be) here yesterday.
2. She _____ (do) the dishes a few minutes ago.
3. He _____ (be) at work early this morning.
4. It _____ (be) great!.
5. We _____ (be) at work yesterday.
6. He _____ (do) each tray at lunchtime.
7. They _____ (do) the laundry this morning.
8. You _____ (do) the salad this morning.
9. He _____ (be) at work on Monday morning.
10. You _____ (be) tired last night.
11. The tables _____ (be) set before lunch.
12. The work _____ (be) difficult this week.
13. I _____ the floor last night.
14. We _____ (be) very busy at lunchtime.
15. They _____ (do) the salad bar already.
16. He _____ (do) his work very well.
17. They _____ (do) the floor last night.

What are three things you did today?

18. _____.
19. _____.
20. _____.

Dialogue 8

ASKING FOR AN OPINION

A: How is the weather outside?

B: Great! It's clear and sunny.

A: Oh good.

Dialogue 9

A: How's the weather out?

B: Terrible. It's pouring.

A: Again? It was raining yesterday too.

Dialogue 10

A: How was your weekend?

B: Nice. It was very relaxing. How about yours?

A: Mine? Very nice. We were at the beach.

Dialogue 11

A: How was lunch?

B: Ok. The food was good.

Dialogue 11

A: How do you like the salad?

B: I like it. The vegetables are fresh.

A: How about the sandwich?

B: Very good.

Dialogue 12

A: Hi, Maria.

B: Nice seeing you. What's the food like here?

A: It's good except for the Jalapena's. They are very hot!

B: Yeah, but I like them hot!

Dialogue 13

A: How's the food?

B: It isn't so good.

A: Really?

B: No. I don't like it. It's greasy.

Here are some more ways of asking for and expressing an opinion.

ASKING FOR OPINIONS

How is your.....?
How was your.....?
How is the.....?
How was the.....?
How do you like.....?
How did you like....?
What is like?
How about.....?

EXPRESSING OPINIONS

It's.....
It was
I like
I don't like

General topics

Meal
Breakfast
Lunch
Dinner
Weather
Weekend
Break
Vacation

Describing Food

Delicious
Ok
Hot
Cold
Burned
Dry
Greasey
Nutritious

Describing Recreation

Great!
Relaxing
Nice
Busy
Fantastic
Terrible

Describing Weather

Hot	Pouring
Cold	Wet
Cloudy	Chilly
Rainy	Bright
Sunny	Clear
Terrible	Beautiful

a) A: _____.

B: _____.

- b) A: _____
 B: _____
 A: _____
 B: _____
- c) A: _____
 B: _____
 A: _____
 B: _____

VOCABULARY

food
 meal
 breakfast
 eggs
 toast
 muffin
 cereal
 coffee cake
 fruit salad

lunch
 sandwich
 omelette
 fruit
 hamburger
 salad
 bread
 rolls
 cottage cheese

snack
 gelatin
 juice
 apple
 orange
 banana
 strawberry
 yogurt
 ice cream

beef
 meat loaf
 chicken
 fish
 vegetables
 broccoli
 milk
 coffee
 soda

delicious
 bitter
 dry
 rich
 sweet
 tart
 sour
 nutritious

boiled
 broiled
 scrambled
 full
 hungry
 finished
 done
 covered

ingredients
 bake
 blend
 boil
 chill
 chop
 cook
 cover

drain
 freeze
 grease
 measure
 mix
 peel
 pour
 take

GRAMMAR: QUESTIONS - TO BE - Present and Past tense

Model: The food is good.

Is the food good?

The apples are sweet.

Are the apples sweet?

John was hungry for lunch.

Was John hungry for lunch?

The vegetables were hot.

Were the vegetables hot?

Make questions with the following sentences.

1. The toast is dry. _____.
2. The fruit is sweet _____.
3. The hamburger is hot. _____.
4. The muffins were moist. _____.
5. The fish is broiled. _____.
6. Cookies are delicious. _____.
7. I'm full. (use you) _____.
8. He's finished with lunch. _____.
9. I'm hungry. _____.
10. They are thirsty. _____.

GRAMMAR: OBJECT QUESTIONS - Present tense

Model: I like the roast beef.

Do you like the roast beef?

He takes the trays to the elevator.

Does he take the trays to the elevator?

Make questions with the following sentences.

1. I like cereal for breakfast. _____.

2. She likes toast and coffee for breakfast. _____.
3. He eats all of his lunch everyday. _____.
4. You finish lunch everyday. _____.
5. I do the breakfast dishes at 9:00. _____.
6. She does her job very well. _____.
7. Maria feels tired after work. _____.
8. The patients eat healthy food. _____.
9. She works in the cold unit. _____.
10. I look for my friends at breaktime. _____.
11. He blends the ingredients. _____.
12. We grease the pans with olive oil. _____.
13. The patient likes broiled fish. _____.
14. Dietary aides cover the trays. _____.
15. They take the tray to the kitchen too. _____.

Write 5 questions that you can use at work.

Model: Ask if the patient likes ice cream. Do you like ice cream?

16. Ask if the patient wants yogurt. _____.
17. Ask if the patient likes cookies. _____.
18. Ask if the patient wants meat loaf or chicken. _____.
- _____.
19. Ask if the patient needs anything. _____.
20. Ask if the patient drinks apple juice. _____.

American Informality

Americans are often very informal. They greet each other informally. Usually they say "Hi" whether they are greeting a close friend, an older person, a child or their employer. They rarely shake hands except when they are being introduced to a new person. Americans often call one another by their first names, even when they do not know each other well.

Many Americans who have worked hard to become successful do not like to use their titles or display their position too openly. A doctor may enjoy working around the house. A university professor may want her students to call her by her first name.

Although many Americans like to think of themselves as informal they often expect people from other countries to be very formal if they are polite people. Therefore, an American may be shocked if a foreigner is very informal with him or her. Sometimes it is difficult to know what to do!

Questions for conversation and writing.

1. Can you think of any examples of American informality.
2. Are people in your native country more or less formal with each other than people are in the United States?
3. Many Americans are proud of their informality. They feel it expresses their egalitarian views. Sometimes they refuse to accept the formality they see in other cultures. Occasionally this causes difficulties for Americans traveling abroad. Has this ever happened to you?